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# HISPANIA

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## THE POSITION OF SPANISH IN THE CURRICULA OF THE HIGH SCHOOLS

(A paper read at the annual meeting of The American Association of Teachers of Spanish, December 28, 1918, in New York.)

It has been the good fortune of the present speaker to serve since 1916 on an Interlocking Committee on the Coördination of Language Study for the High Schools of Illinois. The committee was composed of three members: the State Supervisor of High Schools (who is an ex-Latinist), the professor of English at the Eastern Illinois State Normal School, and the present speaker. After two years of work we presented a report containing eight specific recommendations, to wit:

1. A recommendation to the language teachers of the State that in all language classes a distinct effort be made to coördinate the roots of the various languages taught in the school. For example, the Latin teacher will, to a greater extent than has hitherto been the case, call the pupils' attention to the similarity of roots not only in English and Latin but also in French and Spanish. In the same way the English teacher will remind the pupils that certain English words are not so very different in appearance from Spanish, French, or Latin words.

2. A recommendation that supervised study be adopted as soon as possible for all language courses, so that the study of languages may be placed upon a veritable laboratory basis. This recommendation would naturally be coupled with a recommendation made some

years ago at a high school conference to the effect that language classes be limited to a maximum registration of twenty pupils.

3. A recommendation that where two-year high schools now exist junior high schools be at once created by transferring from the grade-school administration to the high-school administration the seventh and eighth grades, thus strengthening those particular schools both financially and otherwise.

4. A recommendation that where junior high schools have already been established so that we may count upon the advantages of a six-year high-school program, the foreign-language sequence in the college preparatory course be as follows: Spanish, Latin, French, and German.

5. Where the standard four-year high school is concerned, the language sequence for the college preparatory course shall be Spanish, Latin, and French.

6. A recommendation that for the six-year non-preparatory course the language sequence be Spanish, French, and German.

7. Similarly in the four-year non-preparatory curriculum the language sequence shall be Spanish and French.

8. A recommendation that serious effort be made to improve the English in normal school and college classes of prospective teachers, to the end that a generation hence the pupils coming from the high schools to the colleges may possess a greater mastery of English than is at present the case. One means to this end would be the adoption even in normal schools of a modified form of supervised study in all subjects. This would mean that the prospective teachers would be kept more constantly in contact with their own teachers, whose English is presumably better than that of their pupils. These pupils (the aforesaid prospective teachers) would thus become better masters of English.

For our purposes today we need discuss only the fourth, fifth, sixth, and seventh recommendations. But as you will have noticed, this committee, appointed in 1916, has been considering many of the same problems that were studied by a committee of distinguished British scholars which was appointed by Prime Minister Asquith in 1916. The British committee's report has just been published and contains much food for thought. Before proceeding with our report

I should like to quote a few of the most significant passages of the British report:<sup>1</sup>

"37. No country can afford to rely on its domestic stores of knowledge. The whole civilized world is a coöperative manufactory of knowledge. In science, technical and pure, in history, antiquities, law, politics, economics, philosophy, new researches are constantly leading to new discoveries, new and fruitful ideas are giving new pointers to thought, new applications of old principles are being made, old stores are being rearranged, classified, and made available for new purposes. In this work all the civilized countries of the world collaborate, and in no branch of knowledge, abstract or concrete, disinterested or applied to the uses of man, can the specialist neglect the work of foreign students. To obtain access to these sources of knowledge some languages are more useful than others, but many have at least a limited utility. The knowledge contributed by foreigners to the common store is useful to commerce and industry, but most of all it is needed in the universities which have all learning for their province.

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"38. For the acquisition of information not to be found in English books a reading knowledge is sufficient. But for the general widening of the bounds of knowledge a speaking knowledge is also valuable to the ambitious student. Intercourse with foreign scholars, and visits to foreign universities, are of great value; and therefore even the speaking knowledge should not be underrated by those who have the increase of knowledge mainly in view.

"39. The war has made this people conscious of its ignorance of foreign countries and their peoples. A democratic government requires an instructed people, and for the first time this people is desirous of instruction. Such instruction cannot in the nature of things be universal; it must proceed from the more instructed to the more ignorant. It cannot be said that before the war, knowledge of foreign countries and their peoples

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<sup>1</sup> Report of the Committee Appointed by the Prime Minister, to Enquire into the Position of Modern Languages in the Educational System of Great Britain. Presented to Parliament by Command of His Majesty. London, 1918.

was sufficient in ministers, politicians, journalists, civil servants, university professors, schoolmasters, men of business, or in any class of those whose function it is to instruct or guide the public. Further, those few who had important knowledge to impart found no well-informed and interested public to take up and spread this information. Thus the masses and the classes alike were ignorant to the point of public danger. Ignorance of the mental attitude and aspirations of the German people may not have been the cause of the war; it certainly prevented due preparation and hampered our efforts after the war had begun; it still darkens our counsels. Similar ignorance of France, greater ignorance of Italy, abysmal ignorance of Russia, have impeded the effective prosecution of the war, and will impede friendly and coöperative action after the war is over. We need a higher level of instruction in those whose duty it is to enlighten us; we need a far greater public well informed and eager to understand; we need in all some interpenetration of knowledge and insight. The gradual dissipation of national ignorance is the greatest aim of Modern Studies. They can only work through the few to the many, through the many to the multitude. But neither the higher instruction of the few, nor the broader instruction of the many, nor the dissemination of sound views in the multitude, can be safely neglected in a democratic country. In this field Modern Studies are not a mere source of profit, not only a means of obtaining knowledge, nor an instrument of culture; they are a national necessity.

"40. For the acquisition of sound knowledge of any foreign country a speaking knowledge of the language is the first necessity. Hundreds of thousands of British citizens traveled in France before the war; but only a minimal percentage got any knowledge of the French people, because the others could not converse with the inhabitants in their own language. Of those who knew the language only a fraction had the historical and literary knowledge and the general enlightenment to make the best use of foreign travel and residence. Here also many must be instructed in order that a few may make good. Speaking is indispensable for this purpose, but reading is also necessary.

\*            \*            \*            \*            \*            \*

"65. The importance of any language may be judged by the

significance of its people in the development of modern civilization, by the intrinsic value of its literature, by its contribution to the valid learning of our times, and by its practical use in commercial and other national intercourse. French is by far the most important language in the history of modern civilization. France was ahead of Italy in the medieval revival of learning. The University of Paris was the chief source of light to Europe from the days of Abelard for three hundred years. Italy took the lead in that later revival which is known as the Renaissance, and when she fell a victim to the discordant political ambitions of foreign powers, of the Papacy, and of her own princelings, it was France who with her help carried on the great tradition. The continued progress of France was never arrested by civil discord, by unlimited autocracy, or even by the convulsive crisis of her great Revolution. For three hundred years France was the acknowledged leader of Europe in the arts, sciences, and the fashions. In literature alone among the arts has she an equal or a superior in England. In the actual bulk and volume of her scientific work France may, during the last half-century, have fallen behind Germany, but by vivifying and pregnant ideas she has made the whole world her debtor, and in the lucidity and logical consistency of her interpretation of life she has no rival. We are her debtors above all other peoples, for England was during four centuries the pupil, and afterwards the enemy and rival, but always in some degree under the influence of France. Even for practical purposes the great majority of our witnesses give France the first place. Not only is French the language of diplomatic intercourse, but in countries where English has not established itself French is found most commonly useful as an intermediary between any two persons of different nationality. Physical propinquity also gives French a special value for Englishmen; and recent calamities confronted and endured together should create an eternal bond of sympathy between the two nations. Fundamental diversity of character and temperament render mutual comprehension difficult, but once established it should serve to correct some of our national defects. In mere matter of language, as in other things, the two nations seem destined to serve as complementary one to the other. Our careless articulation may be corrected by the precise and studied utter-

ance of the French; our modes of written expression might gain much from study of the perspicuous phrasing, logical construction, and harmonious proportions of their prose. From every point of view French is, for us above all, the most important of living tongues; it has, and it should retain, the first place in our schools and universities.

[Here there follow several paragraphs setting forth the reasons that led the British committee to urge that for British schools German be given the second place in importance. Thereupon the committee's report continues.]

"67. Apart from those political and national considerations which may demand a preference for German, we should be inclined to say that the place given to German in schools and universities, though inadequate before the war, was still unduly superior to that allowed to Italian, Spanish, and Russian. Of the four languages, Spanish has perhaps the greatest commercial importance, owing to the size and growing wealth of the Spanish-speaking communities of Central and Southern America. We have had conclusive evidence of the damage suffered by British trade in America through British ignorance of Spanish. . . . It was largely through our neglect of her industrial development, which promises to place her in the forefront of Europe, especially in engineering and electro-technics, that Italy has been at the mercy of German peaceful penetration, carried almost to the point of conquest. Of Russia and Russian the national ignorance was almost complete, though in the last ten years before the war some interest had been awakened. Here there were great opportunities for industrial enterprise, but we left the country too much to the Germans. . . . Finally, each and all of these countries make contributions to knowledge. Judged by this last criterion, Germany and France stand first, Italy third, and Russia and Spain last.

"68. We conclude that, after France, all these four countries—Germany, Italy, Spain, and Russia—deserve a first-class place in the Modern Studies of our universities. When the political situation is more settled the relative values of the four will be more certain, but it is not likely that any one of them can drop out of the first rank.

\* \* \* \* \*

"92. What language should be first begun? Speaking generally, we may say that if only one language can be learnt, it should be a living language. Living languages open more gates, and are more likely to be pursued in after-life. If, therefore, there is a probability that the first language will be the only one, then it should be a living language. . . . It does not seem desirable that pupils who are to learn only one language should study Latin, which would deprive them of their only chance of becoming familiar with a living language during the years when living languages are most easily learnt."

Our committee has been carrying on its studies concerning foreign languages in much the same spirit. We realize that the British committee's report is, in many respects, quite as applicable to the United States as it is to the British Empire. Our interest, or apparent interest, in foreign modern languages has been greater than that of the British; but the reasons for that interest have not always been sound, whether looked at from the standpoint of education or from that of the good of the country. We hold no brief against the teaching of German. Quite the contrary. The chairman of our committee has frequently refused to register students in Romance languages when he learned that such registration would interrupt the students' study of German before they reached the point where discontinuance would not mean total loss. But we cannot help admitting our conviction that by and large German was taught to an extent that went proportionately far beyond what the country's best interests would have required. Recently the University of Illinois received from the Superintendent of Public Instruction of a large city a request that we accept in lieu of and on a par with our present foreign-language entrance requirements an equal amount of Polish, Lithuanian, and Italian. This request did not answer a need of the country. It answered, rather, a need for getting votes in certain wards of that city in support of a certain person then in the educational limelight of that city. Contrast this attitude (of both the public officer and the voters) with that of Professor Carlo Leonardo Speranza and his son Gino Speranza, both of New York. Instead of urging the Italians of New York to demand that Italian be taught in the schools of that city, these two gentlemen for years and years conducted night-school classes in English for recently arrived



Italians, so that their former compatriots might as speedily as possible become Americanized in thought, speech, spirit, and action.

As one of the results of the Great War we believe that our people are now ready to be shown in what direction their real interests lie, in this and kindred matters of education. But they will need to be shown, and we must be prepared to make our demonstration frankly and unhesitatingly, if we would carry conviction. We shall be assailed on all sides by those who would make our future education ultra-practical. In this connection we should do well to bear in mind a bit of information recently given us by a member of the British Educational Mission to the United States. In speaking of the British Continuation Schools for Adults, he remarked that in only a very small percentage of cases were the courses of study offered such as would increase directly the wage-earning capacity of the student. The leaders were not trying to make these adult students better specialists in their chosen trades or professions. On the contrary, they were trying to enrich their lives by giving them sound courses in history, art, economics, literature, and so on. These courses are given in non-technical language by specialists, and they are so planned that the students are encouraged to continue with the same subject or subjects for a sequence of two or three years. As you will note, they are trying to help these persons to have something better than the movie habit for the recreation of their leisure hours. We should lay this lesson to heart, and be constantly on our guard against those who would make the curricula for our future studies too mercenarily practical.

We have tried, as has already been said, to approach our problems in the same spirit that inspired the British committee. We know that many of our own educators and leaders of thought recognize the same indebtedness to French that was so clearly set forth in the report just quoted. We know, too, that many of the leading thinkers in the Americas to the south of us recognize that same indebtedness. Neither they nor we, however, can make use of the argument about physical propinquity as a defense for our interest in French. Nevertheless, the physical propinquity argument is perfectly sound in principle. Leaders of thought in the three Americas have applied it to conditions that confront us in the Western Hemisphere; and while the specific conclusions reached in the various countries differ, they all conform to the principle. It must be admit-

ted, however, that our Spanish-American neighbors have been in this respect considerably more consistent and harmonious in their conclusions than have we.

As long ago as 1914 the editor of *La Prensa*, in Buenos Aires, recommended to a delegation of North-American university men and school men that we preach in season and out of season the necessity of teaching in North-American institutions of learning the language, literature, history, institutions, and culture not only of Spain, but of Spain's eighteen daughters in the New World; and he pointed with satisfaction to the fact that he had for years been carrying on in his paper a similar campaign in favor of teaching in Spanish-American schools the language, literature, history, institutions, and culture not only of England, but also of England's great daughter, the United States; and he promised us that he would continue the campaign.

In the early months of 1916 Professor Gálvez of the University of Chile made a tour of many American universities. In all of them he carried on a similar campaign. At the University of Illinois his address was entitled "Removing the Barrier of Language". He delivered this address without notes, and in brilliant English, so that he was an example of his own preaching.

In all the South-American countries that the chairman of this Interlocking Committee visited in 1914 he found many, many examples of persons who spoke English, and understood our viewpoint so well that they, too, were first-class examples of the thing they were preaching. And it should be borne in mind that I am not speaking of professional linguists. Quite the contrary. The men I have in mind are publicists, juriconsults, doctors, dentists, scientists, specialists in education, and agriculturists.

These general ideas of which I have been speaking were specifically set forth in Articles 15, 16, and 17 of the Final Act of the Second Pan-American Scientific Congress, which Final Act was unanimously approved by all the delegates from the twenty-one countries represented.

#### ARTICLE 15

The Second Pan-American Scientific Congress believes it to be important that—

The achievements and influence of the founders of the independence of the American republics be made known to the

peoples thereof, and that the important details of the lives of the liberators and statesmen of the continent be included in courses of study in schools of the American republics.

#### ARTICLE 16

The Second Pan-American Scientific Congress recommends that—

There be established in the universities of the United States chairs of the history, development, and ideals of the Latin-American peoples, and in the universities of Latin-America chairs of the history, development, and ideals of the people of the United States.

#### ARTICLE 17

The Second Pan-American Scientific Congress urgently recommends that—

Spanish be taught more generally in the schools, colleges, and universities of the United States and that English be taught more generally in the educational institutions of the Latin-American republics, and that both languages be taught from the point of view of American life, literature, history, and social institutions.

Furthermore, there has recently appeared an account of an important move on the part of the United States section of the International High Commission. It is as follows:

The United States Section of the International High Commission, recognizing the primary relation of a knowledge of languages to the free, ready, and constant interchange of thought between different peoples, resolved:

I. That, in order to develop closer commercial and social intercourse between the countries embraced in the International Union of American States, provision should be made in the high schools as well as in the higher institutions of learning in the United States for competent instruction in the Portuguese and Spanish languages;

II. That it is desirable that special courses should be established for the education of persons to act as the representatives of United States business interests in the other American republics;

III. That the secretary of the section is requested to forward a copy of this resolution to the Commissioner of Education of the United States and to the commissioners of education of the several States.

Now let us glance for a moment at the curricula of various types of schools in several of the countries that lie to the south of us.

The statistics and quoted passages are taken from two bulletins of the United States Bureau of Education written by Professor Edgar Ewing Brandon<sup>1</sup> and Professor Anna Tolman Smith<sup>2</sup>; but the facts thus set forth correspond with my own observations made in 1914 during a visit of inspection of the various educational institutions in six of the South-American countries. These observations were further extended in my relations with the educators of all the Latin-American republics during the session of the Second Pan-American Scientific Congress, held in Washington, D. C., December 27, 1915-January 8, 1916.

## CURRICULUM OF THE NATIONAL COLLEGES OF ARGENTINA<sup>3</sup>

### A

#### FIRST YEAR SUBJECTS

#### I

	HOURS A WEEK
Spanish (Castilian). Reading and composition. (a) Pronunciation and orthography; (b) purifying and enriching vocabulary and forms.....	3
History. Brief summary of the history of the ancient Orient and of Greece, Rome, and the Middle Ages.....	4
French .....	4

#### II

Mathematics. Plane geometry, 2 hours; arithmetic, 3 hours..	5
Geography of Europe, general, and detailed for selected countries .....	3

<sup>1</sup> Edgar Ewing Brandon, *Latin-American Universities and Special Schools*, U. S. Bureau of Education. Bulletin No. 504, Washington, 1913.

<sup>2</sup> Anna Tolman Smith, *Secondary Schools in the States of Central America, South America, and the West Indies: Scholastic Scope and Standards*. U. S. Bureau of Education, Bulletin No. 653. Washington, 1915.

<sup>3</sup> Smith, *op. cit.*, pp. 16-18.

III		HOURS A WEEK
Drawing. Lineal and ornamental.....	2	
Penmanship .....	2	
Gymnastics. Systematic games and exercises for developing the physique .....	2	
		<u>25</u>

## SECOND YEAR SUBJECTS

I		
Spanish (Castilian). (a) Analysis; (b) purifying and en- riching vocabulary and forms.....	3	
History. Modern and contemporary .....	3	
French .....	3	
English .....	4	

## II

Mathematics. Plane geometry, 2 hours; arithmetic and ac- counts, 2 hours.....	4	
Biological sciences. Zoology and botany.....	3	
Geography of Argentina.....	3	

## III

Drawing. Lineal and ornamental.....	2	
Penmanship .....	1	
Gymnastics* .....	2	
		<u>28</u>

## THIRD YEAR SUBJECTS

I		
Spanish (Castilian). (a) Syntax and elements of linguistics and etymology; (b) purification and enrichment of vocab- ulary and forms.....	3	
History, Argentine .....	4	
Civics and the national constitution.....	2	
French .....	3	
English .....	4	

## II

Mathematics. Plane geometry, 2 hours; algebra, 2 hours.....	4	
Biological sciences. Zoology and botany.....	3	
Geography. North and South America.....	2	

## III

Drawing. Drawing of natural forms and simple study of works of art.....	2	
Gymnastics* .....	2	
		<u>29</u>

\* Same as first year with extensions.

## FOURTH YEAR SUBJECTS

 HOURS  
A WEEK

## I

Philosophy. Concepts ; general problems, divisions, methods, etc., of psychology, logic, ethics, sociology, and metaphysics .....	3
Literature. Literary theories ; study of the literature of Argentina and of Spanish America.....	3
History. America and Argentina.....	3
French .....	3
English .....	4

## II

Mathematics. Geometry of space, 2 hours ; algebra, 2 hours..	4
Physics and chemistry. Elements of both sciences ; their laws and general problems ; their division, etc.....	2
Biological sciences. Anatomy, physiology, and hygiene.....	3
Geography. Asia, Africa, and Oceania.....	2

## III

Drawing. Drawing of natural forms and simple study of works of art.....	2
Military exercises .....	2
	31

## HIGHER COLLEGES (FINAL COURSE)

## B

## FIFTH YEAR SUBJECTS

## I

Philosophy. Logic and critique of knowledge, psychology....	3
Literature. History of Castilian literature.....	3
History. History of America and Argentina since 1810.....	2
Latin .....	6
Italian .....	2

## II

Mathematics. Geometry of space, 2 hours ; algebra, 3 hours..	5
Physics. Mechanics, acoustics, and heat.....	3
Chemistry. Inorganic chemistry and mineralogy.....	4
General geography and geology.....	2

## III

Military exercises .....	2
	32

## SIXTH YEAR SUBJECTS

HOURS  
A WEEK

## I

Philosophy. Ethics, sociology, and metaphysics.....	2
Moral and civic instruction. Comparative study of the national constitution; duties and rights of the citizen.....	1
Literature. Epitomes of French, Italian, English, and German literatures .....	3
History. Argentine history from 1810 to 1910; summary of the history of civilization and human culture.....	4
Latin .....	6
Italian .....	2

## II

Mathematics. Trigonometry, 3 hours; cosmography, 2 hours	5
Physics. Optics, magnetism, and electricity.....	3
Chemistry. Organic and analytic chemistry.....	4

## III

Military exercises and gun practice.....	2
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32

Tabulating merely the language work of these six years, we have the following scheme:

	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year	Total Hours
Spanish .....	3	3	3	3	3	3	18
French .....	4	3	3	3	....	....	13
English .....	....	4	4	4	....	....	12
Latin .....	....	....	....	....	6	6	12
Italian .....	....	....	....	....	2	2	4
							59

Analyzing this material from the point of view of language study alone we find several things of interest. One-third of the entire program is given over to language study (59 hours, out of the total of 177 hours). The mother tongue is carried throughout the entire curriculum. Despite the fact that the pupils' native language is a form of Modern Latin, the first foreign language is French (a Modern Latin), which is studied for four years. Following this, and concurrently with much of it, comes English for three consecutive years. After these two languages, the pupil begins

Latin, which is carried for two years, and in such quantity that the total number of class hours devoted thereto is the same as that given to English, and only one hour short of the time given to French. During these same two years Italian is carried as a fourth language.

#### ARGENTINA: SPECIAL NORMAL SCHOOL<sup>1</sup>

The foreign-language training school is known as La Escuela Normal de Lenguas Vivas. Modern languages occupy a most important position in all schools of secondary grade, liceos and normal, commercial and industrial institutions. As far as the practical side is concerned, they are excellently taught, but in order to improve still more the practical teaching of foreign languages the Government founded this special school, and decreed a course of study that is as efficient as it is unique. The institution comprises two schools, a primary and a secondary. In the first is given a regular primary education with the addition of one or two foreign languages, French and English. The language instruction is eminently practical, and the pupils learn to understand and speak as well as to read and write. On entering the upper school the student elects the language she expects to teach—it is a school for girls only—and from this time on all instruction in all subjects of the curriculum, except Spanish, is given in the language which the student is preparing to teach, and usually by teachers for whom this language is the mother tongue. In other words, the high school is an English school for one section and a French school for the other. The curriculum varies somewhat for the different sections; for example, history in the French section means especially history of France and of the French; in the other section the stress is laid on English history. The same is true of geography and civics, and necessarily the studies in literature are totally different. The study of the language itself is also continued, so that by the time the girl finishes her high school course she is admirably grounded in the foreign tongue, and at the same time has studied the people, their history, literature and customs, society, and politics. In addition, she has studied methodology, and has been trained in the art of teaching the language by means of practice lessons in the primary department. The curriculum of the preparatory

<sup>1</sup> Brandon: *op. cit.*, p. 91.



school covers three years and that of the high school four years. For the preparation of foreign-language teachers a better method could scarcely be devised.

#### ARGENTINA: COMMERCIAL HIGH SCHOOL<sup>1</sup>

The standard course in the Argentine commercial school is that which leads to the title of *perito mercantil* and embraces five years of study. This is the same length of curriculum as in the regular Argentine liceo, and as entrance requirements are identical for the two the commercial school is in reality a high school. In this respect it differs from the commercial school of Chile, which articulates with the third or fourth grade of the elementary school. The more advanced entrance requirements and the longer curriculum permit the Argentine school to give more attention to non-technical studies. Consequently, the school is an institution of general culture as well as a commercial school. A schedule of this course is herewith presented.

#### ARGENTINE COMMERCIAL SCHOOL COURSE

Subjects of instruction	Hours per week.				
	1st year	2d year	3d year	4th year	5th year
Mathematics and drawing .....	6	6	5	3	3
Spanish and commercial correspondence.....	6	4	3	3	3
Civics and morals .....	.....	.....	2	.....	.....
General and Argentine history.....	4	3	.....	.....	.....
General and Argentine geography.....	4	3	.....	.....	.....
Perfmanship .....	4	2	.....	.....	.....
Commercial geography and history.....	.....	.....	4	4	.....
Natural Science .....	.....	.....	3	3	.....
Bookkeeping .....	.....	4	5	5	5
Commercial products .....	.....	.....	.....	2	3
Political economy .....	.....	.....	.....	.....	2
Stenography and typewriting .....	.....	2	2	2	2
Fiscal and tariff legislation.....	.....	.....	.....	.....	3
Elementary commercial and civil law.....	.....	.....	.....	2	3
English, French, German, or Italian .....	6	6	6	6	6
Totals .....	30	30	30	30	30

<sup>1</sup> Brandon: *op. cit.*, pp. 98-99.

It will be noted that even in a purely commercial course, practically one-third of the entire curriculum (49 hours out of 150 hours) is given over to language study.

### BRAZILIAN SCHOOLS <sup>1</sup>

"One of the oldest secondary schools in the country (Brazil) is the Collegio Pedro II at Rio Janeiro, now generally known as the *Gymnasio Nacional*. The official program of this institution may be taken as a type of secondary education in Brazil. The subjects which it comprises and the relative value given to each are shown in the following conspectus:

#### GYMNASIO NACIONAL AT RIO JANEIRO <sup>2</sup>

##### DAILY PERIODS ALLOTTED

Subjects	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year
Maternal language: (Portuguese) .....	3	3	3	3	....	....
Foreign languages:						
English or German .....	....	3	3	4	....	....
French .....	3	3	3	....	....	....
Latin .....	....	....	....	....	5	5
Greek .....	....	....	....	....	3	3
Mathematics .....	4	4	4	6	....	....
History .....	....	....	....	....	4	4
Civics .....	....	....	....	....	....	3
Geography .....	3	3	3	....	....	....
Natural Science .....	....	....	....	....	3	3
Hygiene .....	....	....	....	....	3	....
Physics and chemistry.....	....	....	....	....	3	3
Drawing .....	3	3	2	4	....	....
Physical training .....	3	3	3	3	....	....
Totals .....	19	22	21	20	21	21

"The purpose of the *Gymnasio Nacional* is to provide a well-balanced course of study cultivating and at the same time practical in character. The institution is organized for both day and boarding students, the latter, however, being limited to the first

<sup>1</sup> Smith: *op. cit.*, pp. 28-29.

<sup>2</sup> Ministerio da justiça e Negocios Interiores. Regulamento do Collegio Pedro II, 1911.

four years of the course. The distinctions between the studies and those of the Spanish-American States pertain chiefly to language.

"Portuguese, the native tongue, and French occupy equal time during the first three years of the course. Choice between English and German is allowed in the second year and continues to the fifth year, when Latin and Greek are introduced."

Here, again, despite the fact that the native language of the pupil is Portuguese (a Modern Latin), Latin itself is undertaken only as a third foreign language, and after French (another Modern Latin language) and English. The total number of class hours devoted to each language is, however, practically the same. One should note, too, that the proportion of time devoted to language study (47 hours out of 124 hours) is considerably more than one-third.

### CHILEAN SCHOOLS <sup>1</sup>

The course of secondary instruction (humanidades), authorized by a decree of January 2, 1912, is as follows:

PROGRAM OF HUMANITIES <sup>2</sup>		HOURS A WEEK
FIRST, SECOND, AND THIRD YEARS		
Spanish (Castilian) .....		4
French .....		3
English or German .....		3
Mathematics .....		4
Natural Sciences .....		2
History and geography .....		3
Drawing and penmanship .....		3
Religion .....		2
Manual work .....		2
Singing and gymnastics .....		3
		29
FOURTH YEAR		
Spanish (Castilian) .....		4
French .....		3
English or German .....		3
History and geography .....		4
Mathematics .....		4

<sup>1</sup> Smith: *op. cit.*, p. 23.

<sup>2</sup> Anuario del Ministerio de Instrucción Pública. Recopilación de leyes i reglamentos relativos a los servicios de instrucción superior, secundaria i especial, 1912, pp. 290-294.

	HOURS A WEEK
Natural Sciences .....	2
Physics and chemistry .....	2
Civic instruction .....	2
Religion .....	1
Drawing <sup>3</sup> .....	2
Manual work .....	2
Singing and gymnastics .....	3
	<hr/> 32

## FIFTH AND SIXTH YEARS

Spanish (Castilian) .....	3
Philosophy .....	2
French .....	3
English or German .....	3
History and geography .....	3
Mathematics .....	3
Natural Sciences (hygiene) .....	2
Physics .....	2
Chemistry .....	2
Civic instruction .....	2
Religion .....	1
Drawing <sup>3</sup> .....	2
Manual work .....	2
Singing and gymnastics .....	3
	<hr/> 33

Here both foreign languages are carried in equal proportions throughout the entire six years of the curriculum; and solid work in the native tongue is likewise carried on throughout the six years. The proportion of language work to the entire curriculum (58 hours out of 185 hours) is, however, somewhat below one-third.

Now that we have examined the entire curricula of certain types of schools in several of the leading countries to the south of us, and have seen what proportion of each curriculum is devoted to linguistic study, let us make a cross-section examination, so to speak, of merely the amount of language work done in the schools of sev-

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<sup>3</sup> Optional.

eral of the countries. Professor Brandon has a very interesting passage on this phase of the question:<sup>1</sup>

"In Latin-American schools a very large and honorable place is accorded to the study of modern foreign languages. In Guatemala and Mexico such study is even introduced into the elementary grades. Fortunately this practice is exceptional. It is in the secondary and special schools that modern languages receive an attention that in comparison with North-American practices seems excessive.

"In secondary education: In the regular secondary school (liceo or colegio) two languages are always taught, running usually through three or four years. Often a third is introduced in the last year. The following table conveys at a glance the languages offered in secondary schools in certain representative countries and the time given to each. The curriculum is uniform for all pupils, no election being permitted.

MODERN LANGUAGES IN SECONDARY SCHOOLS

Countries.	Languages.	No. of Years.	Av. Hrs. Per Wk.
Argentina .....	French .....	3	4
	English .....	4	3
	Italian .....	2	2
Chile .....	French .....	6	2
	English or German .....	6	3
Brazil .....	French .....	4	3
	English .....	4	3
	Italian or German .....	2	3
Peru.....	French and English .....	4	5
Costa Rica .....	English .....	5	4
	French .....	4	3
Panama .....	English .....	5	3
	French .....	4	2

"In the university: In the university proper no practical linguistic instruction is offered save in teachers' colleges. The few faculties of letters that subsist may give lecture courses on the history and appreciation of modern literatures, but no lessons in

<sup>1</sup> Brandon: *op. cit.*, pp. 136-139.

the languages themselves. In the professional schools, however, especially in medicine and engineering, many of the texts used are in French or English. . . . The very general use of French texts in the professional schools is a practical continuation of that language in the university. The same is true of English, but to an extent much less.

"In normal schools: The important position of modern languages in the regular secondary schools of Latin America is not so surprising when one remembers that Latin and Greek have been practically eliminated. Their prominence, however, in special schools is equally marked and is in direct contrast with North-American practices. Foreign languages find no place in the ordinary American industrial or normal school. Even in commercial high schools they are not emphasized and are often taught in an impractical manner. In similar schools in Latin America these studies occupy a post of honor. In Chile the primary normal schools require one foreign language throughout the entire course of five years; in Argentina, one for three years, and in the supplementary course for preparing teachers of the normal school itself a second foreign tongue for two years; in Costa Rica, one for five years, another for four; in Brazil, three years of French, but in addition two or three years are required for entrance; in Guatemala, four years each of two languages; in Panama, English five years, French four years; in Salvador, two years each of two languages. In other countries the amount of time given to this subject in proportion to the entire normal course is much the same.

\*       \*       \*       \*       \*       \*       \*

"In commercial schools: In commercial schools the central studies are foreign languages, English, French, and German, whose importance is in the order named. In some few localities, as a result of local conditions, Italian is also taught. It matters not whether the institution be a distinct separate commercial school or simply a business section in the high school, the emphasis laid on the practical acquisition of foreign tongues is all-important. For example, in the commercial section in the Costa Rican national high school English is carried throughout the

entire course of five years, with an average of more than four hours per week, and French four years, with an average of three hours per week. In the Business College of São Paulo, English and French are required in three years of the four, and in the higher supplementary course of two years elementary courses are given in German, Italian, and Spanish. In the regular course of the higher Argentine commercial schools, six hours per week throughout the entire course of five years are devoted to foreign language study, English, French, and either Italian or German. In the commercial schools of Chile, English is required for four years to the extent of six hours per week, and either French or German for three years, with four recitations per week.

"As can be observed from the data given in the preceding paragraphs, the two most widely studied foreign languages in Latin America are French and English.

\*            \*            \*            \*            \*            \*

"Method of instruction: The manner of teaching foreign languages in Latin America and the extent of the instruction are worthy of remark. The direct method is universally employed, although variations in its application are numerous. The teacher can always speak the language with more or less fluency and exactness, and class-room instruction is given principally in the language studied. Practically all work is done in class in these subjects, as in fact in many others. Since the recitation schedule contains a large number of hours, as is the practice in Europe, little private study is done by the pupil, and what little he does is not new work, but merely a review and development of the theme presented in class. In the earlier lessons in foreign language, objects, mural charts, and pictures are much used, and many schools possess an admirable equipment of this sort of apparatus. Formal grammar is not neglected, but, in conformity with the philosophy of the direct method, is presented in an inductive manner. Much repetition is used. The exercises are kept for a long time in the simplest forms, and reading texts are of the most elementary character. The study is more than practical; it is entirely utilitarian. Literature is not taught either systematically or incidentally except in the universities. The

three, four, five, or even six years that may be devoted to a language in the secondary or special schools are spent exclusively upon the language itself. What little reading is done is done not as literature, but as a linguistic study. The result is that the average student has a good practical command of foreign languages. He has missed, however, a rare opportunity for cultural study through a wide reading of the literature, and this could be attained without sacrificing the practical aim."

Professor Brandon quite correctly stresses certain phases of these practices as undesirable. We have had our own troubles with foreign-language study in our grade schools, and it is to be hoped that we have learned our lesson, and that we shall in the future see to it that in our grade schools, *properly so called*, no foreign language is taught or used. But we should make this stricture apply only to grade schools properly so called. The taboo should apply to seventh and eighth grades whenever and wherever those grades are handled by grade-school teachers and are treated as of the grade-school system. The taboo should *not* apply to seventh and eighth grades whenever and wherever those grades are handled by regular high-school teachers and are treated as of the high-school system.

Furthermore, we ought not to wish our language study to become so utterly utilitarian that all its spiritual and cultural value is crushed out. Nor is it necessary to do so in order to attain the practical results desired, especially in schools that have such a long and consistent sequence of language study. If we adopt the long, consistent sequences that are in vogue among our neighbors we shall be able to attain the same practical results, and still acquire some of the spiritual values mentioned.

But while making these reservations and strictures on Hispanic-American practice, Professor Brandon with equal propriety stresses the good points of that practice. The teachers very generally have a practical command of the language or languages they teach; the direct method is used and adapted; and all language work (as well as much of the work of other subjects) is done on the supervised-study plan, which throws the pupil into contact with the teacher during the time of learning, as well as during the time of reciting.

Nor is Professor Brandon alone in thus seeing the good points



of Hispanic-American practice, as witness this paragraph by Professor Smith:

"In all discussions of the instruction in living foreign languages emphasis is placed upon the use of the natural or practical method, which is very readily employed, since the professor in charge of each language is proficient in the same. Hence conversation upon familiar subjects, dictation, and translation, at first of simple sentences and gradually of more extended matter, are common features of the class exercises. As a result a large proportion of the students from the secondary schools of South America have a ready use of the French language and very generally of the English or German also."<sup>1</sup>

Here, indeed, is food for thought, especially for the direct-method devotee: "conversation upon familiar subjects, dictation, and translation, at first of simple sentences and gradually of more extended matter." Translation! God save the mark! And yet there are some of us who are so benighted or heretical as to believe that a foreign language expert is not of much use unless he can tell his less fortunate compatriots what a given passage really means in the expert's own language; and we who are thus heretical have the temerity to believe that even the most enthusiastic devotee of the direct method will agree with us when we claim that an interpreter who cannot translate intelligibly is of little use, however well he may claim to understand the foreign language.

With all these facts before us, and after having made a careful study of the programs of various schools in England, on the Continent, and in several of the most progressive countries in South America, with particular attention to such schools as have made a specialty of foreign-language work, our Interlocking Committee submitted our fourth, fifth, sixth, and seventh recommendations.

The fourth and fifth recommendations are to the effect that where junior high schools have already been established so that we may count upon the advantages of a six-year high-school program the foreign-language sequence in the college preparatory course be

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<sup>1</sup> Smith: *op. cit.*, p. 32.

as follows: Spanish, Latin, French, and German. Where the standard four-year high school is concerned the language sequence for the college preparatory course shall be: Spanish, Latin and French.

The object of the foregoing recommendations is to secure homogeneity in the language preparation of the pupils in each and every language class. This is in harmony with the universal practice abroad.

The sixth and seventh recommendations are to the effect that, for the six-year non-preparatory course the language sequence be Spanish, French, and German. Similarly in the four-year non-preparatory curriculum the language sequence shall be Spanish and French.

These four recommendations are set forth more in detail in the four accompanying schedules for the four-year and six-year programs of both the college-preparatory and the non-college-preparatory curricula. To them are appended the schedules of the Perse School in Cambridge, England, and of the Austrian Reform-Realgymnasien. In the curricula of both types of school a modern foreign language (a form of modern Latin) has been treated to a considerable extent before beginning Latin. We have noted also that some of the South-American programs are built to the same purpose. The two types of program that are presented from Europe have been in successful operation for more than ten years each, and can no longer be said to be in the experimental stage.

In working out our four proposed schedules we took as a basis a school day of twelve thirty-five-minute periods, such as that in use at the Joliet Township High School. But whereas the Joliet Township High School treats its school day as being composed of four double periods, and four single periods (one of the latter of which is for lunch), we have proposed a school day of five double periods and two single periods (one of the latter of which is for lunch). As the school week contains sixty thirty-five-minute periods we have set down for each subject the number of single periods per week that will be devoted to it. All study-subjects, however, are treated on the double-period basis.

*College Preparatory*  
Four-year Curriculum

Grade	English Subjects	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathe- matics	Spanish	Latin	French
9 Age 14-15 .....	10	10	10	Lunch 5	10	10	....	....
10 Age 15-16 .....	10	6	4	Lunch 5	10	10	10	....
11 Age 16-17 .....	10	..	4	Lunch 5	6	10	10	10
12 Age 17-18 .....	10	....	6	Lunch 5	4	10	10	10
Totals	40	16	24	Lunch 20 20	30	40	30	20

English  
40

Non-Language Studies  
90  
Lunch 20

Foreign Languages  
90

Six-year Curriculum

Grade	English	Natural Science	History	Lunch Singing Drawing Gymnastics Etc.	Mathe- matics	Spanish	Latin	French	German
7 Age 12-13 .....	10	10	10	Lunch 5	10	10	....	....	....
8 Age 13-14 .....	10	10	10	Lunch 5	10	10	....	....	....
9 Age 14-15 .....	10	6	4	Lunch 5	10	10	10	....	....
10 Age 15-16 .....	10	....	....	Lunch 5	10	10	10	10	....
11 Age 16-17 .....	10	....	....	Lunch 5	....	10	10	10	10
12 Age 17-18 .....	10	....	....	Lunch 5	....	10	10	10	10
Totals	60	26	24	Lunch 30 30	40	60	40	30	20

English  
60

Non-Language Studies  
120  
Lunch 30

Foreign Languages  
150

*Non-College Preparatory*

## Four-year Curriculum

Grade	English Subjects	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathe- matics	Other Subjects	Spanish	French
9								
Age 14-15 .....	10	...	...	Lunch 5	...	...	10	...
10								
Age 15-16 .....	10	...	...	Lunch 5	...	...	10	...
11								
Age 16-17 .....	10	...	...	Lunch 5	...	...	10	10
12								
Age 17-18 .....	10	...	...	Lunch 5	...	...	10	10
Totals	40	...	...	20 Lunch 20	...	...	40	20

 English  
40

 Non-Language Study  
120  
Lunch 20

 Foreign Languages  
60

## Six-year Curriculum

Grade	English	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathe- matics	Other Subjects	Spanish	French	German
7									
Age 12-13 .....	10	...	...	Lunch 5	...	...	10	...	...
8									
Age 13-14 .....	10	...	...	Lunch 5	...	...	10	...	...
9									
Age 14-15 .....	10	...	...	Lunch 5	...	...	10	10	...
10									
Age 15-16 .....	10	...	...	Lunch 5	...	...	10	10	...
11									
Age 16-17 .....	10	...	...	Lunch 5	...	...	10	10	10
12									
Age 17-18 .....	10	...	...	Lunch 5	...	...	10	10	10
Totals	60	...	...	30 Lunch 30	...	...	60	40	20

 English  
60

 Non-Language Study  
150  
Lunch 30

 Foreign Languages  
120

*Curriculum of the Perse School, Cambridge, England*

36 lessons in the week, each 45 min. (except in the first stages, when they are shorter)

	English Subjects	Mathe- matics	Natural History or Science	Drawing Singing Modeling	French	Latin	Greek	German
Before 9 .....	24	6	2	4	...	...	...	...
9-12 .....	18	6	2	4	6	...	...	...
12-14 .....	12	6	4	2	6	6	...	...
14-16 .....	6	6	4	2	6	6	6*	6*
16-19 .....	6	(Special work in any subject, 26)						4**

\* Alternatives.

\*\* For those who took Greek earlier.

*Austrian-Reform-Realgymnasien*

Subject	1	2	3	4	5	6	7	8	Total
Religion .....	2	2	2	2	2	2	2	1	15
German .....	4	4	4	4	3	3	3	3	28
French .....	6	5	4	4	3	3	3	3	31
Latin .....	....	....	....	....	7	7	8	8	30
History .....	2	2	2	2	3	3	3	3	20
Geography .....	2	2	2	2	1	1	1	....	11
Mathematics .....	3	3	3	4	3	3	3	2	24
Natural History, etc. ....	2	2	....	....	3	3	....	2	12
Chemistry .....	....	....	....	3	....	....	4	4	11
Physics .....	....	....	3	2	....	....	....	....	5
Geometrical Drawing .....	....	2	2	3	....	....	....	....	7
Free-hand Drawing .....	4	4	4	3	2	2	....	....	19
Philosophical Propædæutics..	....	....	....	....	....	....	1	2	3
Chirography .....	1	....	....	....	....	....	....	....	1
Gymnastics .....	2	2	2	2	2	2	2	2	16
Total .....	28	28	23	31	29	29	30	30	—

One may very well ask why we put Spanish as the first foreign language to be studied when the two special types of school in Europe (Perse, and the Austrian Reform Real Gymnasien) to which we refer place French in that position; and when the British committee which studied the same problem that we have been studying, and whose report we have quoted at such length, likewise placed French in the foremost position.

The principle underlying the curricula of the South-American schools and of the two types of European school to which we have referred is that a modern Latin language is a good introduction to the study of Latin itself, in addition to the fact that the modern

language has an interest more alive. Dr. Rouse, who is the Director of the Perse School, is also a Latinist, and his belief in the recommended sequence, coupled with his modified use of the direct method in all foreign-language instruction is embodied in his official statement that:

"The general result is that the Sixth Form attains the usual scholarship standard, but at a comparatively small cost of time, and with unimpaired freshness of interest. Thus a boy of sixteen under this system attains better results in Latin after 540 school hours, than he does under the current system after 2160 school hours."

The paramount principle underlying the report of the British committee was the discovery of what is best for the British peoples. That same principle applied to our problems, with our intimate association with the eighteen Spanish-speaking nations of the Western Hemisphere (to say nothing of our relations with their mother-land, Spain), has led us to put Spanish in the first place, and French in the second place (among modern languages), whereas for obvious reasons of geographical propinquity, the British committee placed German in the second place among modern languages. But Britain has not our Inter-American problem to face, nor have we Britain's physical propinquity to Germany. For these reasons, as well as for those of the reciprocity involved in the recommendations of the Second Pan-American Scientific Congress, we have indicated Spanish as the foreign language that all the rising generation of Young America should study carefully as its first foreign language.

NOTE. Throughout this article the author has been writing in his own name a defense of the report that was submitted to the 1918 annual High School Conference of the University of Illinois by the Interlocking Committee on the Coördination of Language Study for the High Schools of Illinois, of which he is chairman. He has no apology to make either for the report or for his defense thereof, for he considers that the position taken by the committee is pedagogically sound. Nevertheless, as he has always considered himself as a teacher of pupils rather than as a teacher of subjects, his interest is always greater in the pupil than it is in the subject. For that reason a pedagogical confession of faith may not be out of place at this time. For years the author has been urging a more careful coördination of our programs of study, especially with the view to the best interests of those whose programs will be the longest and will therefore need the utmost nicety of adjustment. Our entire educational system in the last quarter of a century

has suffered untold damage through a too liberal use of the elective system and the result has been chaos and lack of real attainment in any subject because the pupil has gotten a smattering of a variety of subjects through permission to elect anything at any time in the course. For the purpose of counteracting some of those evils and in order to free ourselves from the legitimate complaint that under the present system (which has been practically forced upon us) we do not give our students in sufficient numbers a real control of any language, the author has been urging a more careful coördination of language study so that in each and every language class of a given curriculum the students may have had not only the same training in the language in question but the same general language training as to the number of languages studied and the length of time that has been devoted to each: in other words, homogeneity of antecedent language preparation in all language classes of a given curriculum. This means that for each curriculum a definite sequence will be adopted for the number of languages studied and for the time devoted to each. As the adoption of subject-sequence is far more important for the pupil than the position of any one language in that sequence, the present author has told his committee and the high school conference to which the report was submitted that he would support not merely the sequence recommended by the committee, but any sequence that the language teachers of the state could agree upon. He wishes to reiterate that statement at this time. And as a professor of Spanish I wish to state that I do not consider that it is any favor to my subject to give it the position that it has been given in the committee's report; and I am willing to support a sequence in which French and Spanish shall change places in the recommendations as made by the committee; or in the case of the college preparatory curricula I would support the sequence Latin, French, Spanish, German, or Latin, Spanish, French, German, provided we could get the language teachers of the state to agree thereon and thus give us the homogeneity that is essential to our meeting the demands that are properly made of us by permitting us to do away with the present waste from chaotic duplication.

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